

Sample Lesson Plan • LINC 3

THEME: Employment

TOPIC: Health & Safety

LEVEL: LINC 3 (CLB 3, 4)

DURATION: 5 hours

Planning

Topic Outcomes:

- 🗣️ advise of danger
- 🗣️ give a brief description of an unsafe working condition or accident
- 👂 understand factual details and some implied meanings in a listening text about health and safety
- 📖 get information from a simple explicit story about a health and safety issue in the workplace
- ✍️ describe an unsafe workplace situation

Vocabulary and Expressions: *slip, hurt, burn, violation, light socket, radiator, saw, chemicals, fire extinguisher, safety clothing, goggles, gloves, hairnet, safety boots, hard hat, face mask, apron, earplugs, slippery, heavy, dangerous, overloaded, unsafe, fooling around*

Grammar: past continuous

Pronunciation: vowel sounds with /r/influence

Computer Skills: Font, Insert Picture (AutoShapes), Print Preview, Print

Software: Microsoft Word

Resources:

- instructor-made handouts:
 1. Workplace Safety Vocabulary
 2. Safety on the Job
 3. Safety in the Workplace (picture)
 4. Marta's Story
 5. Comprehension Questions
 6. Reporting Safety Violations
 7. Computer Task Sheet

Procedures:

Warm-up: Workplace Safety Vocabulary

In small groups, learners create lists of vocabulary relating to safety in the workplace using a dictionary and the pictures on Handout 1. Learners compare their lists with other groups to complete a comprehensive list that is written on the board.

Listening Task: Safety on the Job

Learners listen to the dialogue on Handout 2 between two workers discussing safety violations in the workplace and answer the comprehension questions.

Assessment: Assessment is based on the number of correct answers.

LINC 3

Sample Lesson Plan • LINC 3

Speaking Task: Safety in the Workplace

In small groups, learners describe the safety violations in the picture on Handout 3 and record them on a list. Instructor compiles the list on the board as learners report their group's findings.

Grammar Task: Past Continuous

Instructor introduces the past continuous tense and explains its use.

Learners turn their papers over and try to recall as many details from the picture on Handout 3 as they can using the past continuous. (E.g., *A man was talking to a woman while she was working. Two men were fooling around.*)

Reading Task: Marta's Story

Pre-reading: In a class discussion, learners share personal stories about safety violations in places they have worked either in Canada or in their home countries and discuss best course of action in these situations.

Reading: Learners read "Marta's Story" on Handout 4 as a jigsaw. Class is divided into three groups, each group reading one paragraph. Learners answer the comprehension questions on Handout 5, then regroup (into groups of three) and re-tell the paragraph they read to reconstruct the story. Each group gives suggestions about what Marta should do.

Speaking Task: Reporting Safety Violations

In pairs, learners practice reporting unsafe conditions to a supervisor on Handout 6. Learners then practice own dialogues based on the previous examples.

Assessment: Assessment is based holistically on overall effectiveness in describing an unsafe workplace condition and analytically on vocabulary, appropriateness of register, and use of the past continuous tense.

Writing Task: Workplace Dialogue

In pairs, learners write a dialogue between Maria and her supervisor based on the reading. Pairs present their dialogues to the class.

Pronunciation: Vowels with /r/ influence

Practice: *slippery, serious, apron, dangerous, allergic, work, area, supervisor, terrible, her, foreman, furniture, doctor, regret, another, approach.* Learners practice the words and then do an oral chain story about workplace safety using one of the words in each of the sentences.

Computer Task: Computer Task Sheet

Learners create speech bubbles using Callouts in AutoShapes and insert the dialogue between Marta and her supervisor. See Handout 7 for instructions. (Novice users can word-process the dialogue, add a title, and change the font style for each speaker.) Print preview and print for display in class.

Sample Lesson Plan • LINC 3

Handout 1: Workplace Safety Vocabulary

Planning

LINC 3

Sample Lesson Plan • LINC 3

Handout 2: Safety on the Job¹

- A: Today the safety inspector visited us!
- B: What happened?
- A: Well, it was terrible! We had many violations.
- B: What are violations?
- A: They are things that we do that are not safe. They are against the rules.
- B: Like what?
- A: She found that there were no fire extinguishers in the whole building.
- B: Oh.
- A: Also, she said that no one was wearing safety goggles or safety gloves on the assembly line. That's unsafe. One man was working with a dangerous chemical and wasn't wearing his face mask.
- B: What did the supervisor do after the inspector left?
- A: He called a big meeting with all the workers right away.

Comprehension Questions

1. Who visited the factory?
2. What is a violation?
3. What were the violations?
4. How do you think the supervisor felt?
5. What did the supervisor do?
6. What do you think happened in the meeting? After the meeting?

¹ Adapted from D. McArthur, *English for Living and Working in Canada* (Toronto: Act of Learning Productions, 1993), p. 56.

Sample Lesson Plan • LINC 3

Handout 3: Safety in the Workplace¹



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LINC 3

¹ Reprinted with permission. L. Mrowicki, *Let's Work Safely* (USA: Linmore Publishers Inc., 1984), p. 70.

Sample Lesson Plan • LINC 3

Handout 4: Marta's Story¹



✂ _____
A.

Last year Marta Zanov worked on an assembly line in a furniture factory. Her workstation was at the end of the line, next to the room where the furniture was being painted. After one week in this area, Marta noticed that she was always feeling sick at work. By the middle of the day she felt nauseated and had a terrible headache.

✂ _____
B.

Marta went to see the doctor and he asked her about the conditions at work. When she told him that her workstation was near the painting room, the doctor told her that she was probably allergic to the paint fumes. He suggested that she ask to be moved to another area.

✂ _____
C.

Marta told her supervisor about her health problems at work and the doctor's recommendation. The supervisor refused to move her to a new area because, she said, there were no other workstations available at that time. Marta wasn't sure what to do.

✂ _____

¹ Adapted from D. McArthur, p. 56.

Sample Lesson Plan • LINC 3

Handout 5: Comprehension Questions:

✂ -----

A.



1. Where did Marta work?
2. What kind of work did she do?
3. When did Marta start feeling sick?
4. How did she feel?

✂ -----

B.



1. Where did Marta go?
2. What did the doctor ask Marta?
3. What is making Marta feel sick?
4. What did the doctor recommend?

✂ -----

C.



1. Who did Marta talk to?
2. What did the supervisor say?
3. Is the supervisor a man or a woman?
4. What did Marta do?

✂ -----

Sample Lesson Plan • LINC 3

Handout 6: Reporting Safety Violations

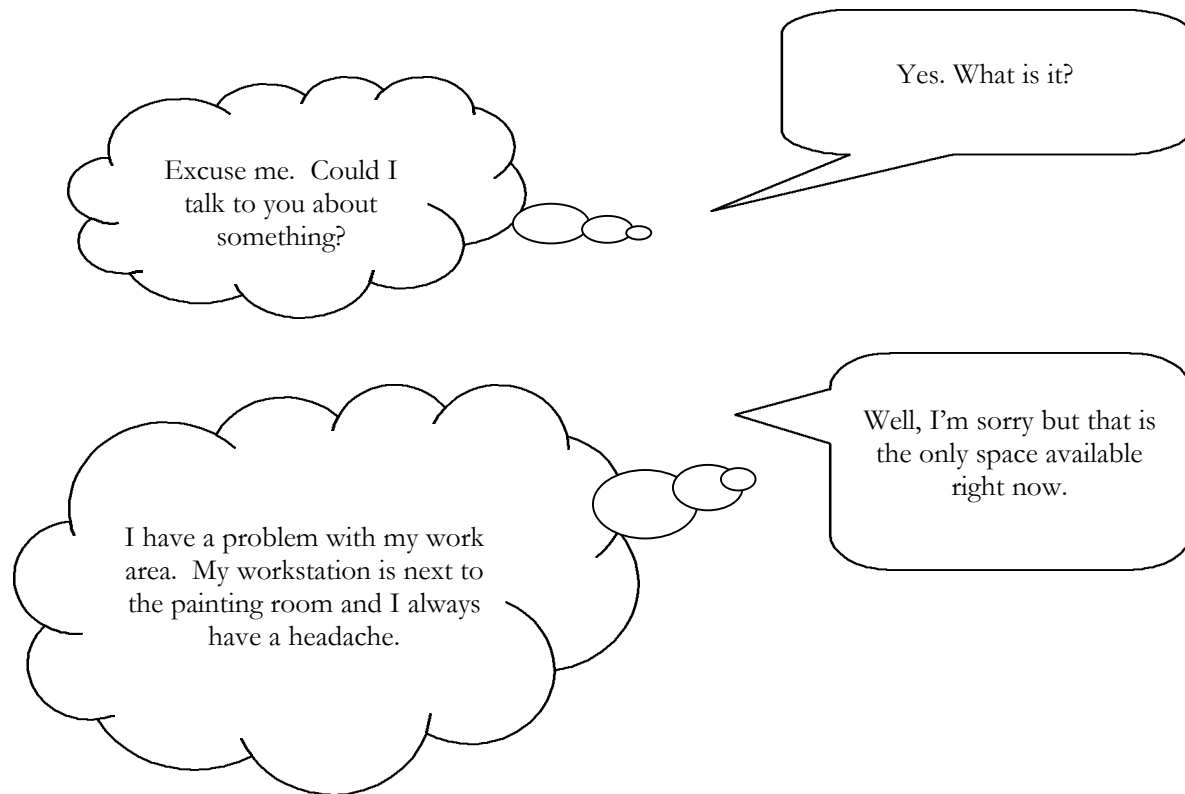
- Worker: Excuse me. Could I talk to you about something?
Supervisor: Yes. What is it?
Worker: I'd like to report an unsafe condition.
Supervisor: Oh. What's the problem?
Worker: The work area is too crowded. I would like to **move**.
Supervisor: Okay, I'll look into it.

Substitute the underlined sentences with the following and practice the dialogues with a partner:

1. **It's too noisy here. We should use** _____.
2. **There's a lot of dust. I need a** _____.
3. **My machine doesn't work properly. Can someone** _____?
4. **There are no smoke detectors on this floor.** _____.
5. **I'm working with chemicals and there are no more** _____.

Sample Lesson Plan • LINC 3

Handout 7: Computer Task Sheet



INSTRUCTIONS

To make a Callout:

1. Click View ⇒ Toolbars ⇒ Drawing (The Drawing Toolbar should appear at the bottom of the Word window).
2. Click AutoShapes on the drawing toolbar ⇒ click Callouts ⇒ click the shape you want.
3. Move the insertion point to the place on the page where you want to put the callout and click once. A callout will appear.
4. To change the size/shape of the callout, point at one of the handles (small boxes) around the callout. Drag and drop the handles to resize the shape. Drag the yellow handle to change the direction of the callout.
5. Create the dialogue by clicking in the callouts and typing the text.
6. Save your work (File ⇒ Save). Type a file name (e.g., Anne's Dialogue) and click Save.
7. To check your work before printing, click File ⇒ Print Preview. After previewing your document, click the large Close button on the toolbar.
8. Print the file (File ⇒ Print ⇒ OK) when you are finished.

